



**ASSOCIATION of
PROFESSIONAL
HUMANE
EDUCATORS**
Empathy through Education

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IN THIS ISSUE

Conference 1
 From the President's Pen 2
 State of the Field: Zoe Weil 3-4
 Lesson Plan 4-5
 New International Alliance 6
 Member Spotlight 7-8
 Style Guide 8
 Book Review 9
 In Memoriam 10

Save the Date for our 2018 National Humane Education Conference: Bring the Magic of Humane Education Into Your World!

The conference will be held March 7-9 th, 2018 in Orlando, Florida! Visit the conference website to get all the exciting details and register:

<https://www.apheconference.com/>



HUMANE EDUCATION QUARTERLY EDITORIAL NOTES

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Stephanie Itle-Clark

From the PRESIDENT'S PEN

As we move into another quarter of our year, I am reminded that humane education is certainly not a stagnant field and that we must be social entrepreneurs. In the past month, I have seen fall camps for youth of all ages, gardening programs for underserved teens, projects that bring veterinarians, teachers, and families together, podcasts on equine education and advocacy programs, and international delegates presenting on the many ways animal welfare and the environment are connected and how we must support prosocial behavioral change to secure the future of our planet. And these examples are just the tip of the iceberg! One of the things that I so appreciate is the comprehensive community spirit that I see—the recognition that when we talk about creating positive change in our world we know there is not always a quick solution and that there are many pieces and voices.

It gives me great hope to know that humane educators are becoming social entrepreneurs who are aware that individual issues are part of a larger system that we must address. We cannot continue to compartmentalize what we do, as a field we are being called to apply practical, innovative, and sustainable approaches to

benefit society in general, with an emphasis on empowering those who are marginalized. The programs I mentioned above cut across sectors and disciplines and are grounded in values that support the good of the whole. They move beyond the silo of one focus and bring together various emphases to help people, animals, and the environment.

This collaborative action sets the humane education social entrepreneur apart from the rest of the crowd of well-meaning people and organizations who dedicate their lives to social improvement. To hear many of you share your vision, I know you have your sights set on achieving large scale, systemic, and sustainable social change through invention, new approaches or services, and on-going reflection and adaptation. I applaud the field for thinking about all of the people in their community and designing programs, materials, and strategies that help the humane message to resonate with each individual, their culture, and their values. To create positive change in any community, the first big step is to build trust, cooperation, and a shared vision.

APHE is here to help you on your journey! If you are not yet part of the APHE listserv, be sure to sign up today and take part in conversations and resource sharing. (To be invited to join, contact listserv@aphe.org)

We are all social entrepreneurs and we can extend our reach by working together.

Sincerely,
Stephanie Itle-Clark

Humane Education: The Current State of the Field, and Exploring the Path Ahead

In this recurring column, we invite various leaders and innovators in the field to offer their analyses of and visions for humane education.

"Where I see Humane Education headed"

by Zoe Weil, President of the [Institute for Humane Education](#) (IHE) and the author of seven books including [The World Becomes What We Teach: Educating a Generation of Solutionaries](#)



My first job with the title "humane educator" was at a humane society in Philadelphia, where I was hired nearly 30 years ago. In that capacity, I visited schools, produced curricular materials, spoke to principals and superintendents, did PSAs, and wrote articles for the organization's newsletter.

Back then, my work as a humane educator was focused exclusively on animal welfare as it related to companion animals, specifically dogs and cats. In fact, when I wrote a column in the newsletter about product testing on animals, some members of the board of directors reacted negatively because we weren't supposed to discuss what happens to animals such as rabbits in testing labs. Humane education meant lessons on pets in people's

homes, and not on animals - even dogs, cats, and bunnies - when they are used in laboratories.

My second job as a humane educator was at the American Anti-Vivisection Society (AAVS) in Philadelphia. I was given the freedom to create and direct a humane education program covering all animal and environmental issues. I named our program Animalearn, and for the seven years I worked there we offered free presentations not only about vivisection and dissection, but also about companion animals, environmental protection, factory farming and animal agriculture, wildlife, animals used in entertainment, and more, in schools and colleges, eventually reaching approximately 10,000 students annually in four U.S. metropolitan areas.

One day during those years at Animalearn, I looked up the word humane in Webster's Collegiate dictionary and read this: "Having what are considered the best qualities of human beings."

Suddenly, my work took on even greater meaning and purpose. I began to perceive humane education as helping students to identify the best qualities of human beings and live accordingly in a complex world in which our everyday decisions have far-reaching effects on people, animals, and the environment.

Soon, I was defining humane education as teaching that enables people to do the most good and least harm through their individual choices and that provides students with the

skills and knowledge to identify, challenge, and change inhumane, unjust, and unsustainable systems that perpetuate suffering and harm to the Earth and all living beings.

When I co-founded the Institute for Humane Education (IHE) in 1996, we enthusiastically identified ourselves as a comprehensive humane education organization dedicated to helping build a just and humane world for everyone. When we created the first M.Ed., M.A., and graduate certificate programs in humane education, our core courses included not only Animal Protection, but also Human Rights, Environmental Ethics, and Culture and Change.

To me, this expansion of the definition of humane education was just coming home. The earliest practitioners of humane education taught about both human rights and animal protection. Now, as more and more comprehensive humane education organizations and programs are created and spread, I see us returning to our roots.

Where do I see humane education heading in the future? Truthfully, I hope the term will one day become obsolete. Why? Because I believe that the very purpose of education should be to provide all students, in age appropriate ways, with the knowledge, tools, and motivation to be solutionaries for a more just, peaceful, and regenerative world for people, animals, and the Earth that sustains us. When that happens, humane education will essentially be synonymous with education.

I hope that some day soon all teachers will be humane educators infusing their curricula with relevance and meaning for today's world. I hope they will be serving as compassionate role models for their students and helping students utilize their developing skills in literacy, numeracy, and the scientific method to solve real-world challenges that affect all species. I hope that arts education (including drama, poetry, photography, design, story-telling, music, and fine arts) will not only be an outlet for creativity, but will be embraced also for its tremendous capacity to spark positive change.

Where will that leave us humane educators? In a world full of solutionaries who are solving the problems many non-profits currently

address, formal humane educators may no longer be necessary. Perhaps some humane educators will be hired directly by schools eager to have our expertise. Others may offer professional development to teachers, consultation to school districts, and curricular design. Some may bring humane education to communities in non-traditional educational settings and camps so that everyone can learn to be a solutionary. Some may work in higher education.

As the world changes for the better; as animals are no longer used, abused, and discarded; as we develop restorative systems to ensure that our environment remains healthy and sustainable for all; as we continue to move in the direction of less discrimination, prejudice, violence, and injustice; as

we ensure that all people have access to adequate food, clean water, a home, and economic opportunity, and as we stabilize our own population, our work as humane educators won't be done (because humans will always need the skills and motivation to be solutionaries addressing whatever challenges arise), but our roles will shift along with our titles.

I can't wait for that day.

HEQ wants to hear from you about your reactions to this article and your ideas for sustaining and nurturing humane education to ensure its longevity and growth. If you'd like to contribute to the conversation, please email Dana Buchwald at HEQ@APHE.org

LESSON PLAN: Community Cats

By Tami Schmitz
Humane Educator and SNAP
Coordinator, Placer SPCA, Auburn, CA

(The PowerPoint was adapted and trivia cards were borrowed from a lesson that Justin Kurup, formerly of the East Bay SPCA, provided.)

Preparation:

- Community Cat PowerPoint: Log in to the Members' Area and find the PowerPoint with the Fall HEQ.
- Twister board mat (Buy a standard Twister mat and adapt according to your needs)
- 6-sided die
- Pawsibilities/Trivia cards

Objectives:

Students will learn the difference between a "feral cat" and other cats in the community. Students will then engage in a board game focusing on the challenges these cats face on a daily basis, such as health and safety.

Emphasize the importance of spay and neuter and the process of obtaining feral cats for surgery.

Target Audience: 3rd grade +

Lesson: See Community Cats PowerPoint

1. What is a stray cat?

- Ask the students what they think "stray" means. Define "stray" as a cat that has been socialized to people at some point in their life, but has lost or left their domestic home. Stray cats may also lose human contact and dependence.
- Over time, a stray cat can become semi-feral as their human interaction decreases.
- Ask students if they have ever seen loose cats in their neighborhoods. Explain those cats may be stray or someone's pet living outdoors.
- Explain that under the right

circumstances a stray cat could become a pet cat once again. The cat would need time to re-acclimate to being inside and in the company of humans.

- Ask the students what can happen to pets when they don't have homes and end up on the streets. Discuss the many dangers they might encounter (i.e. getting hit by a car, harsh weather, poison, wild animals, diseases, abusive people, lack of food/water, etc.).

2. What is a feral cat?

- Ask the students what they think "feral" means. Define "feral" as a cat that has either never had contact with humans or whose contact has been or is very limited. (Ex: caregiver may feed feral cat a distance.)
- Ask students if they have ever seen loose cats in their neighborhoods. Explain those cats may be a feral cat.



3. Kittens born to a feral cat may be socialized at an early age and adopted into a home.
4. Ask students what they think about feral cats living in their communities, or what they have heard about feral cats.
5. Go over the benefits of feral cats. Feral cats can help keep rodent populations down; an established feral colony will deter other feral cats from moving into the area.
6. Touch on the difference in body language and how feral cats that have been altered will have an ear tip.

3. Why are there so many feral cats?

1. Ask the students why they think there are so many feral cats.
2. Feral cats are the offspring of lost or abandoned pet cats or other feral cats.
3. More than half of the kittens are likely to die without human intervention.
4. Unaltered feral cats are more likely to fight each other over territories leading to injury and transmission of disease through bite wounds.
5. Discuss the vacuum effect and

make sure to explain the effect it has on the feral colonies (population control).

4. Public Feral Clinic

1. Ask the students what humans could do to help lower the number of feral cats.
2. The Placer SPCA has a spay/neuter assistance program (SNAP) for Placer County animals and will cover the cost of spay/neuter for feral cats in Placer County.
3. The caregiver needs to contact the SNAP coordinator and set an appointment to trap, neuter, and return (TNR).
4. The feral cat must be at least 1.5lbs and be trapped in the Placer County area.
5. The feral cat will be spayed or neutered, ear tipped, and receive a one year rabies vaccine.
6. Vaccinations and blood test can be administered during these clinics to help reduce the spread of disease.
7. The caregiver will be expected to pick up the feral cat after the surgery and release the cat the following day to where the cat was originally trapped.

5. What are the benefits of spaying and neutering feral cats?

1. The feral cats can no longer reproduce.
2. Neutered feral cats also roam much less and become less visible.
3. Foul odors are reduced because neutered male feral cats no longer produce testosterone, which accounts for the strong pungent smell of their spraying.
4. The feral colony population stabilizes and gradually declines over time.

Activity: Community Cat Board Game

1. Each student is going to be a feral cat. Their main goal is to arrive safely at the Placer SPCA (to be spayed or neutered and returned).
2. The students start at the beginning of the game board (twister mat) and roll the die to determine how many spots to move forward. If you land on a question mark, pull a trivia card. If you answer correctly, move forward an extra spot. If you land on a paw, pull a Pawsibilities card (this card will determine if they move forwards or backwards, or hold at your current spot). Each student takes turns until game is complete.
3. First cat to reach the Placer SPCA (insert your own shelter) wins.

Reflect:

Review the meaning of "feral." Emphasize the importance of spay and neutering and how it can benefit the lives of feral cats. These community cats deserve to live a happy healthy life just like everyone else in our community.

*Thank you East Bay SPCA for sharing their version of this lesson and allowing Placer SPCA to adapt it in order to reflect our feral cat protocols.

New International Alliance For Collective Action: The Humane Education Coalition

By Megan Moon,
President & Founder, The Humane
Education Coalition



I'm delighted to introduce our new international alliance for collective action, the *Humane Education Coalition (HEC)*. We're taking a collaborative approach to advancing the field of humane education – working together to achieve global, systemic change in education. We partner with agencies in animal protection, environmental ethics, and human rights to achieve common goals, support their work, and foster respect and compassion among their constituents.

The Humane Education Coalition utilizes the collective impact framework, a concept published in the 2011 Stanford Social Innovation Review, which has been widely

adopted in many sectors as a form of collaboration to address complex social and environmental challenges. Collective impact is an incredibly effective strategy for advancing social change with targeted, strategic initiatives. As the backbone organization, HEC will help maintain overall strategic coherence for our collaborative efforts as well as manage the implementation of our work in this field.

HEC is just getting started. We incorporated and received tax-exemption in early 2017. We then hit the ground running with an extensive feasibility assessment and environmental scan to understand the needs of prospective partner agencies around the world and how we can best work together. We've contacted over 160 agencies in 29 countries and have surveyed and interviewed half of that group. Our findings are consistent with agencies around the world. They face financial constraints, staffing limitations, and are challenged with establishing credibility and building relationships within their communities. They desire more research to better understand humane education and its efficacy. Agencies would like more opportunities to connect, learn, and improve their practices. They seek

more dynamic resources to utilize in their programming, and they strive to develop more comprehensive and impactful services for the individuals they serve.

HEC endeavors to meet many of these needs through supportive programs, including grant funding, consulting, public relations and recognition opportunities, and an annual virtual conference. In an effort to strengthen humane education as both an academic field and a social movement, HEC aims to implement some unique and groundbreaking initiatives, including research, policy, and accessibility. And we plan to do this without mandatory fees for our partners. We believe in reducing barriers between our constituents and the tools they need to learn, teach, and thrive. Agencies can join HEC, take advantage of our programs, and take part in our initiatives without incurring prohibitive costs.

On behalf of the leadership of the Humane Education Coalition, I welcome you to our organization and hope your agency will consider connecting, sharing, and educating with us. Please visit our website to learn more, follow us on social media, and schedule a time to chat with us about how HEC can support your work. We believe it is time for collaborative action in the field of humane education. We envision a compassionate, just, and sustainable future for all people, animals, and the planet, and we invite you to join us in making that vision a reality.

Visit hecoalition.org for more information.



MEMBER SPOTLIGHT: Susan Kayne

Profile by Nicole Green, Animalearn

APHE: Tell us about yourself.

Susan Kayne: I'm an equine advocate, educator and writer. I am a lifelong horsewoman, accomplished equestrian, and former thoroughbred owner and breeder. I am the award-winning creator of several national equine TV series, most recently, the groundbreaking equine advocacy series Real Horse Rescues. Through my media work as well as speaking engagements and workshops, I share the enrichment horses offer to the human experience. I encourage responsible participation in the equine community from a place of compassion. My aim is to inspire curiosity in my audiences to really get to know WHO horses are and to understand their point of view.

APHE: Please tell us how you became involved with humane education?

SK: I first learned of humane education in 2015 from Lynn Cross, the founder and keeper of Little Brook Farm, the oldest equine rescue in the country located in Chatham, New York while taping an episode of Real Horse Rescues. On that day, Lynn was hosting a field trip for inner city children. She explained that the purpose of the field trip was to fulfill New York's Humane Education Classroom requirement, and she added in an interview that at one point she worked with over 2000 students annually. Until that time, I

had no idea humane education was a required curriculum.

Lizzy Brown of Berkshire Humane Society is whom I credit for my involvement in humane education. I first met Lizzy in 2016 when I provided a hands-on horses presentation for her humane ed Summer Camp students during a field trip to Equine Advocates. In a subsequent visit with Lizzy in her classroom at Berkshire Humane Society, she generously shared her curriculum, process, and purpose, and said I could learn more at APHE. I logged onto the APHE website, became a member and discovered a whole new world of resources. Resources on how to foster empathy and compassion for equine beings and for the human beings who look after them as well.

APHE: Tell us about your connection to horses.

SK: I have been in love with horses for as long as I can remember and have created a life centered around them. For decades, I partnered with horses as competitive partners; I looked after them kindly and humanely because I believed such treatment maximized performance. Over the past ten years, my journey with horses has evolved into advocating for the kind and humane treatment of all horses for WHO they are - not for what they can do for us. Horses are smart, intelligent, sensitive beings who have much to share with those who dare to listen. It took me a

long time to hear what they are saying, and now I am committed to speaking for those without a voice for the rest of my life.

APHE: What were a few takeaways for you from the 2017 National APHE Conference in Seattle?

SK: Karly Noel and Sarah Kesty's presentation rocked my world! I learned from these two extraordinary teachers what I had sought for a lifetime ... how to ask better questions. It sounds simple, but it is not. Truly learning how to ask better questions has sent me on journey of learning that has changed the course of my life and is, hopefully, impacting those with whom I communicate. I've always known the most effective route to change is self-discovery, what I didn't know was how to frame points in the form of questions, nor the timing, nor delivery



Did you know that as an APHE member, when you refer APHE to others and they join as new members, we'll add three months to your membership?

As a membership organization, we all benefit with increased activity so it's just our way to say thanks! Any questions, contact members@aphe.org. Thanks for supporting humane education!

of the same in a way that effectively nurtures self-revelation in myself and in my students. I have always known what I desired to inspire in audiences, and through humane education I have found the tools, resources, and camaraderie needed to succeed.

APHE: What are your personal and professional goals related to the field of humane education?

SK:When HUMANE EDUCATION found me, I knew to the core of being that this is the field of my calling in life. So my plans are BIG:

- It is my mission to reintroduce horses as a teaching resource into every classroom across America.
- Write a real modern day Black Beauty!

- Create a series of children's books to engage and empower youth with ideas, empathy, and encouragement to be the change in the world our horses so desperately need.
- Develop documentaries and mixed media productions to bring awareness to the plight of horses.
- Continue to further my own Education in all things HE!

APHE: What would you say to others to encourage them to embrace humane education and other issues close to your heart?

SK:Humane education offers a roadmap to engage in meaningful work, explore higher thought, and, ultimately, to the creation of a kinder more

sustainable future for the benefit of all beings.

Don't be afraid to give yourself permission to see the world through the eyes of another.

Free Online Media Style Guide about how to represent animals and animal-issues fairly, accurately, and respectfully

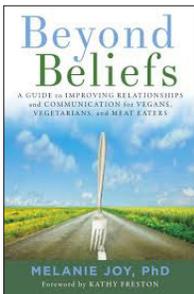


A
a style guide for giving voice to the voiceless

A resource provided by two Communication Professors in order "to offer concrete guidance for how to cover and represent nonhuman animals in a fair, honest, and respectful manner in accordance with professional ethical principles." Part of their goal is to demonstrate how to use language in order to "encourage(s) human society to transform our relationships with various animal species in ways that foster less domination and exploitation and more respect, care, and ecological responsibility."

You can find the guide here: www.animalsandmedia.org
About the authors here: <http://www.animalsandmedia.org/main/about/>

Book Review: *Beyond Beliefs: A Guide to Improving Relationships and Communication for Vegans, Vegetarians, and Meat Eaters* by Melanie Joy



Review by Shawna Weaver, Humane Education Manager at Animal Allies Humane Society, Duluth MN

Melanie Joy is the author of the

internationally acclaimed book *Why We Love Dogs, Eat Pigs, and Wear Cows*. That book covers the fascinating research on human speciesism, a belief system that inhibits us from expanding our compassion to all beings.

Her new book, *Beyond Beliefs*, is another helpful look at the struggle to shift our cultural tendencies toward a more humane and compassionate world.

This book is not for use in the elementary school classroom. Rather, it offers us as humane educators valuable tools in teaching about compassion and in relating to others who may hold different value systems.

Beyond Beliefs offers a description of the many emotional, physiological, and societal needs and reactions that come into play when people who love each other do not agree on core values. Specifically, this book is about compassionate eating, but the lessons can be applied to anything in humane education and in relationships overall.

It is difficult to talk about differing core values, and eating, in particular, involves deeply entrenched habits, traditions, and social pressures. Joy outlines a perspective for humane educators that can help us exercise compassion toward our students when talking about animals and can help us be more clear and compassionate in our communication with others.

I particularly enjoyed her expert description of the psychology behind the way we interact with and react toward one another. For example, our relationships are always changing in quality and depth as we change. When one person's core beliefs and habits change, such as when someone shifts to a vegetarian or vegan diet, it can lead to a sense of greater distance in relationships with people who have not undergone that change. Melanie Joy discusses this issue at length by exploring family dynamics, social situations, and intimate relationships, and includes ways we can bridge these value gaps with loved ones. Joy also describes the best ways to handle difficult conversations without triggering shame, defensiveness, or anger. We can handle these conversations and be better witnesses for humane education, by, as Joy explains, maintaining compassion for each other through thinking more critically about others' perspective.

At 200 pages, this is not a quick or easy read, though the content is appropriate for mature adolescents and adults. Because of the advice on how to work through discussions about ethics and values, it likely would be helpful to a teen that is breaking away from family eating norms.

This book is a great read for any humane educator looking for the best ways to handle frustrations around teaching important values to a sometimes unsympathetic audience. Readers may focus on specific topics, such as: effective communication, tools for conflict resolution, and strategies for acceptance. *Beyond Beliefs* is also a great read for any family in which members hold different core values that have or could cause conflict.

Finally, it is a great read for anybody interested in learning the best ways to communicate through really difficult conversations with others. It is specifically helpful for anybody who is on the spectrum of plant-based eating, curious about the ethics of such, or living with somebody who is. The book includes several exercises and other helpful tools to begin using immediately on the job and in other areas of life.

Beyond Beliefs, Joy's other book, and books on similar topics by her colleagues are all available at <http://www.carnism.org>

IN MEMORIAM: Jean Lynn McGroarty, August 31, 1951 - October 15, 2017



Former APHE Board President and beloved member, Jean Lynn McGroarty, 66, died Sunday, Oct. 15, 2017. Among other accomplishments, Jean was the executive director of the Kokomo Humane Society in Indiana and was instrumental in creating a capital campaign raising funds for a new facility, currently under construction. Health reasons forced her retirement in 2014.

Jean's daughter, Nora Samuelson, wrote this reflection about her mother:

"My mom peacefully passed away last night after a long, long fight with breast cancer. She loved everyone. If you knew her, she loved you, too.

Mom sealed her legacy by turning the Kokomo Humane Society from a 'dog pound' into a caring, respected place for all of Kokomo's dogs and cats - and occasionally, horses and pigs. This week, they put up the first walls for the new humane society building that she envisioned, designed, and campaigned for over almost a decade.

She doesn't have to fight any more. But the hole she left can't be filled. Miss you and love you, Mama."